INDEX TO VOLUME 56

TITLE INDEX

Adorno and the Borders of Experience: The Significance of the Nonidentical for a "Different" Theory of *Bildung* – Christiane Thompson (56, no. 1): 69–87.

Before Recognition, and After: The Educational Critique – Charles Bingham (56, no. 3): 325–344.

The Changing Practices and Social Relations of Education – Paul Smeyers and Nicholas C. Burbules (56, no. 4): 363–369.

Developmental Liberalism – Randall Curren (56, no. 4): 451–468.

Dewey's Epistemology: An Argument for Warranted Assertions, Knowing, and Meaningful Classroom Practice – Deron R. Boyles (56, no. 1): 57–68.

Education as Initiation into Practices – Paul Smeyers and Nicholas C. Burbules (56, no. 4): 439–449.

Education for Social Justice: Provocations and Challenges – Kathy Hytten (56, no. 2): 221–236.

"Emotional Intelligence" in the Classroom? An Aristotelian Critique – Kristján Kristjánsson (56, no. 1): 39–56.

Engaging Democratic Education in the Neoliberal Age – Simon Marginson (56, no. 2): 205–219.

The Feminization of Teaching and the Practice of Teaching: Threat or Opportunity? – Morwenna Griffiths (56, no. 4): 387–405.

In a Dimension of Height: Ethics in the Education of Others – Aparna Mishra Tarc (56, no. 3): 287–304.

The "Kingdom of God on Earth" and Early Chicago Pragmatism – Daniel Tröhler (56, no. 1): 89–105.

Leisure, Freedom, and Liberal Education – Kevin Gary (56, no. 2): 121–136.

Managerialism, Fundamentalism, and the Restructuring of Faith-Based Community Schools – Chaya Herman (56, no. 2): 137–158.

The "Permanent Deposit" of Hegelian Thought in Dewey's Theory of Inquiry – Jim Garrison (56, no. 1): 1–37.

The Practice of Higher Education: In Pursuit of Excellence and of Equity – David Bridges (56, no. 4): 371–386.

Pushing the Limits of Liberalism: Queerness, Children, and the Future – Cris Mayo (56, no. 4): 469–487.

Race, Culture, and the Education of African Americans – Marvin Lynn (56, no. 1): 107–119.

Race Ignore-ance, Colortalk, and White Complicity: White Is...White Isn't – Barbara Applebaum (56, no. 3): 345–362.

Reflection in Education: A Kantian Epistemology – Henk Procee (56, no. 3): 237–253.

Rules, Technique, and Practical Knowledge: A Wittgensteinian Exploration of Vocational Learning – Christopher Winch (56, no. 4): 407–421.

The School as an Exceptional Space: Rethinking Education from the Perspective of the Biopedagogical – Tyson E. Lewis (56, no. 2): 159–176.

Simone de Beauvoir: The Philosophy of Lived Experience – James D. Marshall (56, no. 2): 177–189.

Theorizing the University as a Cultural System: Distinctions, Identities, Emergencies – Mark Considine (56, no. 3): 255–270.

Toward a Semiotic Theory of Choice and of Learning – Andrew Stables and Stephen Gough (56, no. 3): 271–285.

Visions of Curriculum, Community, and Science – Nancy W. Brickhouse and Julie M. Kittleson (56, no. 2): 191–204.

"We Are One Big, Happy Family": Beyond Negotiation and Compulsory Happiness – Bruno Vanobbergen, Michel Vandenbroeck, Rudi Roose, and Maria Bouverne-De Bie (56, no. 4): 423–437.

Witnessing in the Classroom: The Ethics and Politics of Affect – Michalinos Zembylas (56, no. 3): 305–324.

AUTHOR INDEX

Applebaum, Barbara – Race Ignore-ance, Colortalk, and White Complicity: White Is...White Isn't (56, no. 3): 345–362.

Bingham, Charles – Before Recognition, and After: The Educational Critique (56, no. 3): 325–344.

Bouverne-De Bie, Maria, Bruno Vanobbergen, Michel Vandenbroeck, and Rudi Roose – "We Are One Big, Happy Family": Beyond Negotiation and Compulsory Happiness (56, no. 4): 423–437.

Boyles, Deron R. – Dewey's Epistemology: An Argument for Warranted Assertions, Knowing, and Meaningful Classroom Practice (56, no. 1): 57–68.

Brickhouse, Nancy W., and Julie M. Kittleson – Visions of Curriculum, Community, and Science (56, no. 2): 191–204.

Bridges, David – The Practice of Higher Education: In Pursuit of Excellence and of Equity (56, no. 4): 371–386.

Burbules, Nicholas C., and Paul Smeyers – The Changing Practices and Social Relations of Education (56, no. 4): 363–369.

Burbules, Nicholas C., and Paul Smeyers – Education as Initiation into Practices (56, no. 4): 439–449.

Considine, Mark – Theorizing the University as a Cultural System: Distinctions, Identities, Emergencies (56, no. 3): 255–270.

Curren, Randall – Developmental Liberalism (56, no. 4): 451–468.

Garrison, Jim – The "Permanent Deposit" of Hegelian Thought in Dewey's Theory of Inquiry (56, no. 1): 1–37.

Gary, Kevin – Leisure, Freedom, and Liberal Education (56, no. 2): 121–136.

Gough, Stephen, and Andrew Stables – Toward a Semiotic Theory of Choice and of Learning (56, no. 3): 271–285.

Griffiths, Morwenna – The Feminization of Teaching and the Practice of Teaching: Threat or Opportunity? (56, no. 4): 387–405.

Herman, Chaya – Managerialism, Fundamentalism, and the Restructuring of Faith-Based Community Schools (56, no. 2): 137–158.

Hytten, Kathy – Education for Social Justice: Provocations and Challenges (56, no. 2): 221–236.

Kittleson, Julie M., and Nancy W. Brickhouse – Visions of Curriculum, Community, and Science (56, no. 2): 191–204.

Kristjánsson, Kristján – "Emotional Intelligence" in the Classroom? An Aristotelian Critique (56, no. 1): 39–56.

Lewis, Tyson E. – The School as an Exceptional Space: Rethinking Education from the Perspective of the Biopedagogical (56, no. 2): 159–176.

Lynn, Marvin – Race, Culture, and the Education of African Americans (56, no. 1): 107–119.

Marginson, Simon – Engaging Democratic Education in the Neoliberal Age (56, no. 2): 205–219.

Marshall, James D. – Simone de Beauvoir: The Philosophy of Lived Experience (56, no. 2): 177–189.

Mayo, Cris – Pushing the Limits of Liberalism: Queerness, Children, and the Future (56, no. 4): 469–487.

Procee, Henk – Reflection in Education: A Kantian Epistemology (56, no. 3): 237–253.

Roose, Rudi, Bruno Vanobbergen, Michel Vandenbroeck, and Maria Bouverne-De Bie – "We Are One Big, Happy Family": Beyond Negotiation and Compulsory Happiness (56, no. 4): 423–437.

Smeyers, Paul, and Nicholas C. Burbules – The Changing Practices and Social Relations of Education (56, no. 4): 363–369.

Smeyers, Paul, and Nicholas C. Burbules – Education as Initiation into Practices (56, no. 4): 439–449.

Stables, Andrew, and Stephen Gough – Toward a Semiotic Theory of Choice and of Learning (56, no. 3): 271–285.

Tarc, Aparna Mishra – In a Dimension of Height: Ethics in the Education of Others (56, no. 3): 287–304.

Thompson, Christiane – Adorno and the Borders of Experience: The Significance of the Nonidentical for a "Different" Theory of *Bildung* (56, no. 1): 69–87.

Tröhler, Daniel – The "Kingdom of God on Earth" and Early Chicago Pragmatism (56, no. 1): 89–105.

Vandenbroeck, Michel, Bruno Vanobbergen, Rudi Roose, and Maria Bouverne-De Bie – "We Are One Big, Happy Family": Beyond Negotiation and Compulsory Happiness (56, no. 4): 423–437.

Vanobbergen, Bruno, Michel Vandenbroeck, Rudi Roose, and Maria Bouverne-De Bie – "We Are One Big, Happy Family": Beyond Negotiation and Compulsory Happiness (56, no. 4): 423–437.

Winch, Christopher – Rules, Technique, and Practical Knowledge: A Wittgensteinian Exploration of Vocational Learning (56, no. 4): 407–421.

Zembylas, Michalinos – Witnessing in the Classroom: The Ethics and Politics of Affect (56, no. 3): 305–324.